

Applying a Gender Lens to SRHR

Gender Equality Training Guide



Acknowledgements

This 'Gender Equality Training Guide' guide was developed by the IPPF gender steering group, collaboratively with a number of Member Associations across the Federation. It is intended to enhance and embed a gender transformative approach in all areas of our work as well as that of our partners.

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Background

Background

Gender inequalities remain a significant barrier to addressing Sexual and Reproductive Health and Rights (SRHR). To ensure SRHR for all and to prevent Sexual and Gender-Based Violence (SGBV), harmful gender norms must be transformed into positive ones. In order to do this, it is important to start viewing the world through a gender lens. In other words– critically looking at how different policies, programmes or activities affect current gender norms, and ensuring that they reduce power imbalances among individuals and groups of different genders, bring about greater inclusion, and follow an intersectional approach.

Gender equality – the concept that all individuals should be treated in a way that ensures equal opportunities and outcomes – is a human right. Gender norms and attitudes – the expectations and informal rules about what it means to be a woman, man, non-binary person, or identify oneself as LGBTIQ+ (lesbian, gay, bisexual, transgender, intersex, questioning +) – influence health and well-being of individuals, shaping behaviours in ways that have a direct impact on the sexual and reproductive health and rights of themselves, their partners, and others.

Bringing about gender equality within an organisation, community or country, therefore requires each of us to start seeing the world through a gender lens and be aware of current gender norms and power imbalances. Then we can assess whether our own actions and work are exacerbating existing harmful norms or bringing about transformation toward gender equality.

Purpose of the Gender Equality Training guide?

This guide is designed to support the integration of Gender Equality into all policies, programmes, and services across the International Planned Parenthood Federation (IPPF) by increasing awareness, knowledge, and understanding of the role that each staff member and volunteer plays in bringing about gender equality. By providing training to help staff and volunteers to see the world through a gender lens, they can be more aware of where and how things are currently unequal in their area of work and whether their actions are working towards gender equality.

A one-off workshop will not provide lasting change. This guide can be used for both face-to-face and online trainings. For online trainings, it is recommended that the content is adapted to be easily understood and the training sessions include adequate breaks to ensure meaningful participation. Where the training is rolled out online, it is also recommended to share reading materials with participants and introduce the participants to online collaboration tools prior to the training.

Who is this Guide for?

The Gender Equality Training Guide is meant for staff members and volunteers of IPPF and its Member Associations. It is specifically for the 'gender champions' who have been given the responsibility of facilitating gender equality training.

How should the training guide be used?

Use this Guide flexibly – it is a resource providing information, tips, and suggestions for how to improve training on gender equality within your Secretariat Office or Member Association. There are many different types of training needs, for example:

Induction training: Training provided to all staff and volunteers during the first 2-4 weeks of being employed by the organization

Staff refresher training: Training provided to ongoing staff and volunteers as a refresher on gender equality

One-off sessions: Training provided during lunchtimes or as part of staff retreats / training days to focus on a particular part of gender equality to both revise the basics and build further knowledge

To meet the above training needs, this guide is divided into the following sections:

- **Section 1 – Planning the training** provides information and tips to help you plan the training effectively.
- **Section 2 – Training session outlines for induction and refresher training** outlines trainings of different lengths so that it can fit into the time you have available and the type of training you want to provide.
- **Section 3 – A facilitator's guide** describes the activities and exercises outlined.
- **Section 4 – Additional sessions** for particular one-off training needs can also be added to the training session outlines if desired. This section includes links to additional training resources.
- **Annexes** contain the handouts mentioned in each of the sessions and a participant evaluation form.

The training content and exercises described in this Guide are meant to offer ideas and inspiration for implementing your own gender equality training. It is recognized that contexts, experiences, and needs are different. Therefore, when planning your training, it is always important to tailor the content and exercises to reflect the policy and context of your Secretariat Office or Member Association as well as the particular training needs.

A note on terminology

There is diversity in the language used, accepted, and understood around the world when referring to gender equality, and Sexual Orientation, Gender Identities and Expressions, and Sex Characteristics (SOGIESC). This is due to different local legal and cultural contexts, and realities. Therefore, when explaining gender equality and talking about a gender transformative approach it is important to be aware of and adapt the training to your own context in order to build understanding and bring about change.

Throughout this document, the Diversity, Equity and Inclusion Style Guide from the University of Iowa is used, which is based on the Associated Press style guide as well as other respected resources.

In this document we use the term 'women, men, transgender and non-binary people'. But we do not intend to exclude anyone who identifies differently. It should be noted that in all groups there is diversity and this should be taken into account in any work on gender equality. Furthermore, we recognise that due to existing power imbalances, gender inequality disproportionately affects women and girls.

Key definitions

Gender equality means equality of opportunity for women, men, transgender and non-binary people in all their diversity to realize their full rights and potential. It signifies an aspiration to transform structural inequalities, behaviour patterns and social norms, leading to social change and sustainable development. Gender equality requires specific strategies aimed at eliminating gender inequities.

A **gender-transformative approach** actively strives to examine, question, and change harmful gender norms and imbalances of power in order to fulfill SRHR and realise gender equality. This is achieved through; critical examination of gender norms and dynamics; addressing power imbalances; strengthening or creating systems that support gender equality; and strengthening or creating equitable gender norms and dynamics. It involves working holistically with people in all their diversity using an inclusive person-centred and differentiated approach as gender inequality affects different groups of people in different ways.

Section 1

Planning the training

Planning the training

Aim and learning objectives of the training

The overall aim of the Gender Equality training is to support staff to be more gender aware, enabling them to see the world, and their own work at IPPF through a gender lens in order to work towards more gender transformative approaches.

Specifically, the learning objectives of this training will enable participants to:

1. Create a shared understanding of gender equality and how it links to SRHR
2. Reflect on their own beliefs, perceptions, and experiences of gender roles and the value associated with them
3. Be more gender aware and assess their own projects, programmes, policies, and activities via the Gender Integration Continuum Tool

Training modality

The training is designed to be conducted face-to-face. If the training needs to be conducted online, the time allocated should be expanded slightly to account for breaks needed between the different sessions. Also the facilitator will need to adapt some of the exercises to account for participants not being in the room. Breakout rooms in the online meeting software can be used for group work.

Length of training session

The suggested time for the induction or refresher training is two hours, however, this can be changed appropriately: Depending on the current knowledge and understanding of gender transformative approaches, this time may need to be shortened or lengthened. For example, if gender is totally new to participants, they may need a longer training to meaningfully engage and benefit from the training. The level of understanding will be ascertained through a pre-training questionnaire (see Annex 1).

Three options for session duration are provided for in this training guide:

- 90 minutes – for those with prior knowledge of gender equality and also for smaller groups (16 people or less)
- 2 hours – this is the preferred workshop length
- 3 hours – for those that want to go into more depth and do further gender analysis practice

For online trainings longer sessions are required: Adapt the 90-minute training for 2 hours; 2-hour training for 3 hours; 3-hour training for 5 hours. Include adequate breaks.

Four additional 60-minute sessions on key elements of Gender Equality within SRHR are provided in Section 4.

Facilitators

To run a successful training event, especially for larger groups, it is advisable to have two people co-facilitating the training together. The facilitators should be from the organization but can come from different teams or departments. One of the facilitators should be the Gender Advisor or a recognized gender champion within the organization.

If the facilitator is new to the field of gender, they should first observe a skilled facilitator conducting the session, then co-facilitate with an experienced facilitator / gender practitioner for a few sessions before doing it alone.

The first time the session is run by a pair of facilitators, it is advisable to meet one or two weeks before the training to discuss the agenda, the scenarios to be used and any other issues. This will enable you to work as a team on the day itself and support each other to deliver the session to a high standard.

If an external facilitator (or co-facilitator) is to be engaged, develop a terms of reference which includes the following information:

1. The learning objectives of the training and what topics will be covered
2. What session(s) you would like them to lead on
3. How much time they have been allocated in the programme
4. The date, time, and venue
5. Who will be attending, and their current level of knowledge on gender transformative programming
6. The level of remuneration to be provided (of course this will be budget dependent)

Who should attend the training?

All Secretariat and Member Association staff, interns, and longer term contractors should attend the Gender Equality training at some point. Once initial training has been conducted amongst existing staff, all new staff should receive the training routinely as part of their induction. To facilitate this, the Human Resources department should keep a record of who has attended the training, and regularly invite staff to attend until everyone has participated in the training.

It is also encouraged that all volunteers, including Board Members, are invited to attend the training alongside staff members. However, this should be done sensitively and if, based on the context, there is a worry that staff would not be able to meaningfully participate with Board Members present, then separate trainings should be organised for staff and volunteers.

Size of the training

To run the training effectively, you ideally need a minimum of 8 participants. This is because some of the exercises are set up to be conducted in small groups of two to four people and you need at least four different groups for some of the exercises. In Member Associations with very small numbers of staff, see if there are any volunteers or partner organisations that would benefit from the training and conduct it together. If this is not feasible, the facilitator will need to adapt the training resources to work for the smaller number of participants.

The maximum number of participants should be 24 as more than this limits the opportunity for everyone to contribute. When there are more than 24 people who need the training, more than one training session should be organised.

With a larger group (over 16 people) only the 2-hour or 3-hour options should be used in order to give individual participants enough time to contribute.

Venue and set-up

Choose a venue and select a meeting room which is easily accessible for all people, including those using wheelchairs. Also, select a meeting room where you will not be disturbed or interrupted during the training. It is good practice to arrange the chairs in four groups around tables of four to six people, so that participants can work together in discussion groups. Aim for no less than two but no more than six groups with no more than four people per table. A question on venue accessibility needs is included in the pre-training questionnaire.

Training materials and equipment

The training materials and equipment depends on the approach and exercises chosen by the facilitators. Each component of each session includes a list of the resources needed. Go through this carefully when preparing for the training. If you do not have the appropriate materials for the training, consider adapting the exercises to the materials and equipment that are available. Also consider whether translation is required or any adaptations are needed to support accessibility, for example sign language interpretation, braille or large print copies of the handouts etc. A question on accessibility needs is included in the pre-training questionnaire.

Creating a safe space

As a facilitator, you are responsible for creating a climate of safety and trust for all participants. Personal reflection, challenging discussions on (un)equal situations, and providing constructive feedback are part of this role, and require a sensitivity to power dynamics within the organization. You have to be realistic that the ideal of a perfectly safe space is impossible and that a certain amount of friction might actually be necessary for things to change for the better. The key is to make sure everyone in the group feels respected and safe to participate freely. Thus at the beginning of the workshop, specifically mention that the room is to be a safe space for different views and perspectives to be aired but this should be done respectfully.

Participants can approach the facilitators if they feel or experience anything unpleasant or uncomfortable. Alternatively, a concern can also be raised via IPPF SafeReport mechanism (For example, if someone shared something that was disturbing or if the facilitators made a sexist remark about one of the participants). Also, during the workshop, do not hesitate to politely interrupt participants who dominate the conversation or to invite participants that do not speak out so much to share their thoughts.

Participant preparation for the training

Participants should complete the pre-training questionnaire (See Annex 1) at least three to four weeks before the training. This questionnaire provides information both on current knowledge and attitudes on gender equality, and gender transformative approaches. It also provides information on individual accessibility and dietary requirements that need to be taken into account when preparing the training logistics such as the venue, food requirements, and training materials.

As a useful preparation for the training, ask participants to undertake EngenderHealth's online activity "[Act like a man, act like a woman](#)". This activity asks participants to identify gender norms and roles for women and men, and then think about the consequences for when they act / behave "outside the box". Whilst this exercise is 'gender-binary' looking only at women and men, it opens up perspectives, gets people thinking and will prepare them for the Gender Box activity where non-binary gender identities can be discussed. For those doing the 90-minute training session, this should be a mandatory pre-exercise as there are no specific exercises on gender role and gender norms due to the short time frame available.

If you are doing the three-hour training, ask each participant to bring a brief description of a project, programme, policy or activity that they have designed in the past, or they are currently designing / managing / reviewing / undertaking to be used in the 'Review of current projects' activity. The description should include objectives for the activity and any results so far.

Food and refreshments

Once you have confirmed the number of participants who will be attending the training event and have reviewed dietary requirement needs from the pre-training questionnaire, you will need to organize appropriate refreshments, and food if required. Ensure water is available to keep participants hydrated. If the training is conducted during specific periods – such as Ramadan – be conscious of the time for breaking fast.

Creating a timeline for preparation and planning

It is always helpful to plan training events well in advance and to keep track of all the logistical and administrative tasks that need to be managed. A checklist is a good way of doing this – especially if there is more than one person organizing the workshop.

An example checklist (which is also available in Annex 2) is as follows:

Timing	Activity
One or two months before the training	<ul style="list-style-type: none"> Decide and confirm the budget for the training. Select and invite the participants (minimum 8, maximum 24) and share the pre-training assessment and registration form. Identify and invite a co-facilitator from within your Secretariat Office / Member Association. If there is no one suitable from within the organization then arrange an external facilitator / co-facilitator. Decide on the date and length of the workshop. Decide on the location of the workshop and whether venue set-up, accommodation, per diems, and catering is needed. If it is, delegate responsibilities as required among support staff to coordinate logistics. Prepare an agenda and agree on the activities to be included in the training based on findings of pre-survey questionnaire. Allocate training responsibilities between the co-facilitators. Be mindful to share any request from participants on improving accessibility with the planning team / co-facilitator. Order training materials and equipment (as required). Prepare PowerPoint presentations (as required). Confirm the training venue, and if required, any administrative and logistical arrangements such as travel, accommodation, per diems, and catering. Send a calendar invite to participants to ensure that they have their time blocked for the training.
Two weeks before the training	<ul style="list-style-type: none"> Review / confirm final list of participants. Send participants the agenda and background information to complete (Act Like a Man, Act Like a Woman exercise) and if conducting the 3-hour workshop, ask them to bring along a project example. Finalise planning preparation of the participant evaluation form. Finalise all administrative and logistical arrangements. If any of the facilitators are new, we can suggest that they carry out a simulation of the training.
One or two days before the training	<ul style="list-style-type: none"> Meet with the co-facilitator to go through the schedule, make final arrangements etc. Assemble training materials and check equipment. Carry out simulation of the training
One or two hours before the training	<ul style="list-style-type: none"> Take the training materials to the venue. Check that equipment is ready and you know how to use everything. Set up the room - Arrange the tables and chairs in groups of four to six people. Prepare refreshments (if required).

After the training session

When the training is finished, and the last participants have left the room, it is useful to sit down with your co-facilitator to reflect on the sessions. During a short debrief, explore:

- Which activities and exercises went well?
- Which activities and exercises did not go as well as expected or hoped?
- What would you do differently in future training sessions?

It is just as important to review the evaluation forms. If there are common themes in the feedback, consider how you can address these in the next training programme. Perhaps certain exercises need to be adapted, or perhaps the time allocated to the different sessions needs to be rearranged.

It is a good idea to write down the feedback and reflections so you can refresh your memory when you are preparing the next programme. You can also use this to report back to your manager, the Human Resources team, and other interested parties.

Training is an ongoing process. It is recommended that the organization also does the following to cement the learnings from the training and help staff and volunteers to keep a gender lens to SRHR at the forefront of their minds:

- Lunchtime or sessions as part of a staff retreat or broader training – these can be sessions that explore different elements of gender equality in more depth (see Section 4) or external speakers on gender equality can be invited
- Discussion groups – across the organization on key / hot topics on gender equality
- Each Secretariat Office and Member Association team should conduct a gender analysis of projects, programmes, policies, and activities as a team using the Gender Assessment Toolkit at regular intervals

Section 2

Training session outlines

Training session outlines

As the length of time available to provide the training varies, three alternatives are provided. The recommended session is 2 hours, however, options for a shorter 90-minute session or a three-hour session are provided here. The outline of each session is provided in this section and an in-depth facilitator's guide for each of the activities is included in Section 3.

The suggested agendas are just that, an example and not a blueprint. There is no 'one size fits all' approach to running an effective gender equality training session. Indeed, it is important to ensure that the content of the training and also the language used for different concepts reflect the local context. Similarly, each training session will be affected by the personalities of participants, their interests, and previous knowledge about gender equality and gender analysis in particular. It is important to be aware of these factors beforehand and to adapt the training so that it meets the specific needs of participants. The responses from pre-training assessment (see Annex 1) will assist with tailoring the training accordingly.

Agenda for a 2-hour gender equality training session

Time	2 hours
Participants	Minimum of 8 and a maximum of 24
Set-up	Cabaret style (tables with seats for 4 to 6 participants); minimum 2 groups
Facilitators	Ideally two facilitators – especially for groups over 12 people
Learning Objectives	<p>The overall aim of the gender equality training is to support staff to be more gender aware, enabling them to see the world, and their own work at IPPF through a gender lens in order to work towards more gender transformative approaches.</p> <p>Specifically, the learning objectives of this training will enable participants to:</p> <ol style="list-style-type: none">1. Create a shared understanding of gender equality and how it links to SRHR2. Reflect on their own beliefs, perceptions, and experiences of gender roles and the value associated with them3. Be more gender aware and assess their own projects, programmes, policies, and activities via the Gender Integration Continuum Tool

Timing	Activity	Objectives	Description	Resources
10 minutes	Introduction	<ul style="list-style-type: none"> To identify participants' expectations of the training To clarify the training objectives To set a tone of respect and openness for the training session and establish the training room as a safe space 	<p>Welcome and introductions</p> <p>Training expectations and objectives</p> <p>Principles and ground rules</p>	<p>Post-it notes</p> <p>Markers</p> <p>Flip chart</p>
30 minutes	The Gender Box	<ul style="list-style-type: none"> Identify socially expected masculine and feminine norms and behaviour Build a willingness to look critically at own gender norms and socialisation 	Understand the socially constructed nature of gender roles and norms and how these are enforced, and how harmful norms affect SRHR	<p>Flip chart paper</p> <p>Markers</p> <p>Flip chart</p>
25 minutes	Storytelling – Why we work for gender equality and its link to SRHR	<ul style="list-style-type: none"> Create a shared understanding of gender equality and how it links to SRHR Build motivation and inspiration to work for gender equality 	To better understand gender equality, its link to SRHR and build motivation to work for it	<p>Printout of slide with the IPPF definition of gender equality</p> <p>Flipchart</p> <p>Markers</p>
45 minutes	Seeing the world through a gender lens	<ul style="list-style-type: none"> Understand the continuum of gender as it relates to integrating gendered approaches in projects / programmes / policies / day-to-day activities Identify strategies to move a project along the Continuum towards a gender transformative approach 	To provide an overview to the Gender Integration Continuum and put it into practice	<p>Flip chart and markers</p> <p>Masking tape / blue tac</p> <p>Handout – Gender Integration Continuum (Annex 3)</p> <p>Handout – Definitions of the approaches on the Gender Integration Continuum (Annex 4)</p> <p>Gender Continuum PowerPoint</p> <p>Gender Integration Continuum arrow on flip chart</p> <p>Cards with Gender Integration Continuum approaches</p> <p>Project scenario cards (Annex 5)</p>
5 minutes	Evaluation	<ul style="list-style-type: none"> To receive participants feedback on the training session 	Completing the evaluation form	<p>Evaluation form</p> <p>Pens</p>
5 minutes	Close	<ul style="list-style-type: none"> To encourage participants to be gender champions in the workplace and beyond and see the world through a gender lens 	Closing words from the facilitators on 'what's next'	None

Agenda for a 90-minute Gender Equality training session

Time	90 minutes
Participants	Minimum of 8 and a maximum of 16
Set-up	Cabaret style (tables with seats for 4 to 6 participants); minimum 2 groups
Facilitators	Ideally two facilitators – especially for groups over 12 people
Learning Objectives	<p>The overall aim of the Gender Equality training is to support staff to be more gender aware, enabling them to see the world, and their own work at IPPF through a gender lens in order to work towards more gender transformative approaches.</p> <p>Specifically, the learning objectives of this training will enable participants to:</p> <ol style="list-style-type: none">1. Create a shared understanding of gender equality and how it links to SRHR2. Be more gender aware and assess their own projects, programmes, policies and activities via the Gender Integration Continuum Tool.

Timing	Activity	Objectives	Description	Resources
10 minutes	Introduction	<ul style="list-style-type: none"> To identify participants' expectations of the training To clarify the training objectives To set a tone of respect and openness for the training session and establish the training room as a safe space 	<p>Welcome and introductions</p> <p>Training expectations and objectives</p> <p>Principles and ground rules</p>	<p>Post-it notes</p> <p>Markers</p> <p>Flip chart</p>
25 minutes	Storytelling – Why we work for gender equality and its link to SRHR	<ul style="list-style-type: none"> Create a shared understanding of gender equality and how it links to SRHR Build motivation and inspiration to work for gender equality 	To better understand gender equality, its link to SRHR and build motivation to work for it	<p>Printout of slide with the IPPF definition of gender equality</p> <p>Flipchart</p> <p>Markers</p>
45 minutes	Seeing the world through a gender lens	<ul style="list-style-type: none"> Understand the continuum of gender as it relates to integrating gendered approaches in projects / programmes / policies / day-to-day activities Identify strategies to move a project along the Continuum towards a gender transformative approach 	To provide an overview to the Gender Integration Continuum and put it into practice	<p>Flip chart and markers</p> <p>Masking tape / blue tac</p> <p>Handout – Gender Integration Continuum (Annex 3)</p> <p>Handout – Definitions of the approaches on the Gender Integration Continuum (Annex 4)</p> <p>Gender Continuum PowerPoint</p> <p>Gender Integration Continuum arrow on flip chart</p> <p>Cards with Gender Integration Continuum approaches</p> <p>Project scenario cards (Annex 5)</p>
5 minutes	Evaluation	<ul style="list-style-type: none"> To receive participants feedback on the training session 	Completing the evaluation form	<p>Evaluation form</p> <p>Pens</p>
5 minutes	Close	<ul style="list-style-type: none"> To encourage participants to be gender champions in the workplace and beyond and see the world through a gender lens 	Closing words from the facilitators on 'what's next'	None

Agenda for a 3-hour Gender Equality training session

Time	3 hours
Participants	Minimum of 8 and a maximum of 24
Set-up	Cabaret style (tables with seats for 4 to 6 participants); minimum 2 groups
Facilitators	Ideally two facilitators – especially for groups over 12 people
Learning Objectives	<p>The overall aim of the Gender Equality training is to support staff to be more gender aware, enabling them to see the world, and their own work at IPPF through a gender lens in order to work towards more gender transformative approaches.</p> <p>Specifically, the learning objectives of this training will enable participants to:</p> <ol style="list-style-type: none">1. Create a shared understanding of gender equality and how it links to SRHR2. Be more gender aware and assess their own projects, programmes, policies and activities via the Gender Integration Continuum Tool.3. Be more gender aware and assess their own projects, programmes, policies, and activities via the Gender Integration Continuum Tool

Timing	Activity	Objectives	Description	Resources
10 minutes	Introduction	<ul style="list-style-type: none"> To identify participants' expectations of the training To clarify the training objectives To set a tone of respect and openness for the training session and establish the training room as a safe space 	<p>Welcome and introductions</p> <p>Training expectations and objectives</p> <p>Principles and ground rules</p>	<p>Post-it notes</p> <p>Markers</p> <p>Flip chart</p>
30 minutes	The Gender Box	<ul style="list-style-type: none"> Identify socially expected masculine and feminine norms and behaviour Build a willingness to look critically at own gender norms and socialisation 	Understand the socially constructed nature of gender roles and norms and how these are enforced, and how harmful norms affect SRHR	<p>Flip chart paper</p> <p>Markers</p> <p>Flip chart</p>
25 minutes	Storytelling – Why we work for gender equality and its link to SRHR	<ul style="list-style-type: none"> Create a shared understanding of gender equality and how it links to SRHR Build motivation and inspiration to work for gender equality 	To better understand gender equality, its link to SRHR and build motivation to work for it	<p>Printout of slide with the IPPF definition of gender equality</p> <p>Flipchart</p> <p>Markers</p>
60 minutes	Seeing the world through a gender lens	<ul style="list-style-type: none"> Understand the continuum of gender as it relates to integrating gendered approaches in projects / programmes / policies / day-to-day activities Identify strategies to move a project along the Continuum towards a gender transformative approach 	To provide an overview to the Gender Integration Continuum and put it into practice	<p>Flip chart and markers</p> <p>Masking tape / blue tac</p> <p>Handout – Gender Integration Continuum (Annex 3)</p> <p>Handout – Definitions of the approaches on the Gender Integration Continuum (Annex 4)</p> <p>Gender Continuum PowerPoint</p> <p>Gender Integration Continuum arrow on flip chart</p> <p>Cards with Gender Integration Continuum approaches</p> <p>Project scenario cards (Annex 5)</p>
45 minutes	Practicing gender analysis	<ul style="list-style-type: none"> Apply the Gender Integration Continuum to projects, programmes, policies, and activities 	To practice gender analysis on own project / programme/ policy or activities	<p>Gender Integration Continuum flipchart (from previous exercise)</p> <p>Project scenarios (that people brought with them)</p>
5 minutes	Evaluation	<ul style="list-style-type: none"> To receive participants feedback on the training session 	Completing the evaluation form	<p>Evaluation form</p> <p>Pens</p>
5 minutes	Close	<ul style="list-style-type: none"> To encourage participants to be gender champions in the workplace and beyond and see the world through a gender lens 	Closing words from the facilitators on 'what's next'	None

Section 3

A facilitator's guide to the activities and exercises described in the training

A facilitator's guide to the activities and exercises described in the training

Each of the activities are described below in detail in this section.

Introduction

Time	Resources	Objectives
30 minutes	Post-it notes Markers Flipchart Blank cards	<ul style="list-style-type: none">• To identify participants' expectations of the training• To clarify the training objectives• To set a tone of respect and openness for the training session and establish the training room as a safe space

Activity

Welcome and introductions

1. Welcome your participants to the training session and introduce yourself and your co-facilitator.
2. Ask participants to introduce themselves by stating their name and their position in the organization.

Training expectations and objectives

1. Ask participants to write down their expectations of the training session on separate post-it notes.
2. Invite participants to stick their post-it notes up on the flip chart. As participants put their post-it notes up, keep an eye on them so that you can refer to participants' expectations when you talk about the objectives of the training session.
3. Once everyone has sat down again, explain what the objectives of the training are and which expectations the session will or will not be able to meet.

Facilitation tip: Responding to participants' expectations

When going over the learning objectives for the training session, you can respond to participants' expectation by saying things like, "I see some of the expectations have been about [xyz] and we can cover those. Given the time we have, unfortunately, we will not be able to meet [abc] expectations. We can return to those at the end and see if we can schedule another session to focus on those types of issues!"

Principles and ground rules

1. Before the session, prepare a flip chart paper that sets out the core principles and ground rules for the training. Put up the paper as you introduce this session.
2. Explain that the training room is to be a safe space for all participants and training is built on core principles of sensitivity, openness, understanding, and listening (SOUL):
 - a. Sensitivity – Remind participants to be mindful of the fact that some people in the group may have had painful or difficult experiences due to gender inequality.
 - b. Openness – Encourage participants to be open and honest about their own beliefs, perceptions, and experiences, and to be open to new ideas.
 - c. Understanding – Emphasize that the training focuses on creating understanding about what gender equality means in our lives and our workplace.
 - d. Listening – Ask participants to listen to and respect each other's differences and opinions, as there may be lots of different opinions on a number of issues.
3. Point out the ground rules for the training and ask participants whether they agree with these or want to add others. Examples might include:
 - a. Keep to time
 - b. Turn mobile phones off or on 'silent' and do not answer calls in the room
4. Ask the participants to help you 'enforce' the principles and ground rules throughout the session. For example, if someone is not participating, ask the others to encourage them to do so.

Facilitation tip: Establishing group rules

Remember, facilitators set the tone! Respect the principles and ground rules yourself and lead by example. Make sure you listen to participants and are sensitive, open, and respectful when answering questions or responding to differences of opinion. If 'keep to time' is a rule, finish facilitating your sessions promptly. If you are running late, ask the participants if they would prefer to continue or to rearrange the session(s).

The Gender Box

Time	Resources	Objectives
30 minutes	Post-it notes Markers Flipchart	<ul style="list-style-type: none">Identify socially expected masculine and feminine norms and behaviourBuild a willingness to look critically at own gender norms and socialisation.

Description

The way we think women, men, transgender or non-binary people should behave or act is mainly determined by the society we live in and the cultural norms we share. These expected “roles” for women, men, transgender and non-binary people are called gender roles. This is different from the biological characteristics which we are born with, such as the “objectively” measurable organs, hormones, and chromosomes, i.e. Female = vagina, ovaries, XX chromosomes; Male = penis, testes, XY chromosomes; Intersex = a combination of the two. Many societies look at men as superior and women and non-binary people as inferior. The Gender Box exercise provides a starting point for discussion about gender norms and how they are enforced, about masculinity, and its connection to violence and other harmful behaviour.

Activity

Discussion in groups (10 minutes)

1. Divide the group into two groups. Ask the respective groups to brainstorm a list of words that come to mind when they hear the phrase “Act like a man”, or “Act like a woman”. Explain that this is not a list of things they think are true, but the messages boys/men and girls/women are given by society about what they must do “to act like a boy/man”, “to act like a girl/woman”. In other words, what it is that society expects for someone to behave like a “real man” or a “real woman”. For example, a man does not show his feelings, or a woman takes care of the children, etc. Let the groups write the different definitions of what it means to be a “good man” or a “good woman” on the sheet of paper. Then ask the group to discuss what this means to anyone who identifies as transgender, or non-binary (i.e. neither a man or a woman)?

Plenary feedback (20 minutes)

1. Let a representative of each group present what they have written down. The group can add if they want. Write the words on flip chart paper as they are spoken out.

2. Discuss:
 - a. Where do these messages come from (Who is the messenger?)
 - b. The earliest influences in the lives of children and how socialisation occurs (When do we first receive these messages?)
3. Draw boxes around the two lists on the flip chart, and say "This is a MAN box", and "This is a WOMAN box". You can then ask:
 - a. Does this seem familiar? Do you visit this box in your daily life?
 - b. Can participants share experiences and feelings related to the messages?
4. Ask, 'What are the advantages to following these rules and fitting into the box?'. Write the responses to this question on flip chart paper under the heading "Advantages of staying in the box".
5. Ask, 'Are there any disadvantages to staying in the box?'. Write the responses on flip chart paper under the heading "Disadvantages to staying in the box."
6. Ask, 'What happens to a man, or to a woman who does not fit into this box, or chooses to step out of the box?'. Write the responses to this question around the outside of the box. In particular probe about how this makes someone who identifies as non-binary feel.
7. Ask, 'Are there any benefits to stepping out of the box?'. Write the responses on flip chart paper under the heading "Benefits related to stepping out of the box."
8. Finally, ask, 'Are there any costs to stepping out of the box?'. Write the responses on flip chart paper under the heading "Costs related to stepping out of the box."
9. Conclude with a comment about how this activity demonstrates how men and how women are trained to fit into a box by rewarding certain kinds of behaviour and punishing other kinds of behaviour. This also stigmatises and excludes anyone who identifies as transgender or non-binary. The exercise helps to understand what it takes to step out of the traditional gender box and to free yourself from rigid gender norms. It also looks at and stresses the importance of supporting each other in processes of fundamental changes.

Facilitator notes

The Gender Box activity is a good way to help people understand that women and men are expected to play different roles in the family, community, and workplace because of society's ideas about the differences between men and women. Through this exercise, participants recognise how society socially creates (constructs) gender, and also how difficult it is for people to challenge their own set of cultural beliefs and practices without the necessary skills, knowledge and support.

Key Points

Societal norms about what it means to be a woman or a man are very strong.

These norms are changing constantly.

These norms are also affected by class, ethnic, and other differences.

Gender roles are not only different, they are also unequal.

Men's traditional roles (breadwinner, authority figure, protector) carry more status and give men more power and privilege in society.

Heteronormativity is very strong in many cultures, affecting the lives and SRHR of people who feel different from the heterosexual norm and who identify as non-binary.

In many contexts it still remains extremely difficult for men and women to live beyond the expectations of society.

Confronting social & sexual norms and expectations remains a challenge for people who want to step outside the box and act in a more equitable and liberated manner.

Storytelling – Why we work for gender equality and its link to SRHR?

Time	Resources	Objectives
25 minutes	<p>Printout of slide with the IPPF definition of gender equality</p> <p>Flipchart</p> <p>Markers</p>	<ul style="list-style-type: none">• Create a shared understanding of gender equality and how it links to SRHR• Build motivation and inspiration to work for gender equality

Activity

1. Share the IPPF definition of gender equality.
2. Share the Guttmacher-Lancet Commission definition of SRHR.¹
3. Ask participants to highlight the key ways that gender equality and SRHR are linked with examples. Write these on a flip-chart.
4. Ask every participant to share briefly (voluntarily, don't force anyone who is not comfortable), "Why are you personally motivated to work for gender equality?". Listen actively to each story and make sure that everyone is respectful of each other's personal stories.
5. Once everyone (who wanted to share) has shared their story and, we hope, seen some signs of empathy and understanding from the group, ask the group how they felt about hearing the gender equality-related stories of their colleagues.
6. Depending on what has been shared in the group, you could ask how the stories have motivated them to do their work differently? You could also skip this part if enough has been shared or you are running short of time.

Facilitation tip

When people are sharing their stories, as a facilitator you are responsible for creating a safe space and if you feel (during preparations) that this group might not be open or safe enough for everyone to share their personal stories without someone taking advantage of this personal information, then you should ask a less sensitive question. This is important because we are operating in a political space with hierarchies and potential histories of conflict, and organisational psychology teaches us that there can be people who abuse other people's shared personal information in their office politics

¹See Panel 3, page 5, Accelerate progress—sexual and reproductive health and rights for all: report of the Guttmacher-Lancet Commission. <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2818%2930293-9>

Key Point

IPPF definition of gender equality is:

Gender equality is achieved when all individuals, regardless of their gender identity are equal in every aspect of their lives. It does not imply that they are all the same, but that they have equal value, and that they should be treated in a way that ensures equal outcomes, not just equal opportunities. Where individuals have unequal status and unequal access to knowledge or resources in a community, special measures and affirmative action are needed to address these gender inequalities (Gender Equality Policy, IPPF Policy Handbook November 2020).

The key links between gender equality and SRHR include:

- Women frequently cannot control decision-making on whether or not they have sex, and when they do– whether they can use contraception.
- Women have lower status, fewer opportunities, and less access to power than men and boys.
- Humanitarian crises increase women and girls' exposure to Sexual and Gender Based Violence (SGBV).
- Humanitarian crises increase women and girls' risk of morbidity and mortality due to lack of access to a full range of SRH services.
- Norms about manhood often encourage men to view health-seeking behaviours as a sign of weakness.
- Men are more likely to take more risks such as drinking excessively and having unprotected sex. This also leads to poor SRH outcomes.
- Gender norms that promote a heterosexual ideal put people with diverse sexual orientations at increased risk of poor SRH outcomes due to repressive legal environments, stigma, discrimination, and violence.
- Non-binary people and marginalised groups (including LGBTIQ+) of all ages and in all regions of the world are exposed to violations of their human rights due to their sexual orientation, gender identity and expression, or sex characteristics.
- Non-binary people and marginalised groups are discriminated against in the labour market, in schools, in health settings, in their communities, and often mistreated and disowned by their own families and communities, and subjected to mental and physical violence including sexual assault.

The aim of storytelling is to create rapport within the group, to have people experience empathy and understanding from others in the groups, and to create motivation and inspiration for change.

Seeing the world through a gender lens

Time	Resources	Objectives
45 minutes (90-minute or 2-hour training sessions) 60 minutes (3-hour training session)	Flip chart and markers Masking tape / blue tac Handout – Gender Integration Continuum (Annex 3) Handout – Definitions of the approaches on the Gender Integration Continuum (Annex 4) Gender Continuum PowerPoint Gender Integration Continuum arrow on flip chart Cards with Gender Integration Continuum Approaches (Gender Blind, Gender Aware, Gender Exploitative, Gender Accommodation, Gender Transformative) Project scenario cards (Annex 5)	<ul style="list-style-type: none"> Understand the continuum of gender as it relates to integrating gendered approaches in projects / programmes / policies / day-to-day activities Identify strategies to move a project along the Continuum towards a gender transformative approach

Activity

Overview of the Gender Integration Continuum (20 minutes)²

- First, briefly introduce the participants to the theoretical framework on gender equality guided by 'Applying a gender lens to SRH: A how to guide'.
- Start the Gender Continuum presentation. Explain that the aim of this presentation is to provide a framework for understanding how we can take gender norms and roles into consideration and how this can impact outcomes. Using this framework helps us to see the world through a gender lens.
- Display the flip chart with the Continuum, without the categories. Then go through each of the categories in the slide deck for each:
 - Say that the category we will explore is Gender Blind (hold up Gender Blind card).
 - Ask the group if they've heard this term? If yes, what does it mean?
 - Place the Gender Blind card on the Continuum flip chart above the Continuum.
 - Display slide (e.g. Slide 3: Gender blind) and explain the definition.

²A fuller explanation of how to run the session can be found in the IGWG 'The Gender Integration Continuum Training Session User's Guide') - <https://www.igwg.org/2017/11/updates-made-to-gender-integration-continuum-users-guide/>

- e. Ask if someone has an example of a gender blind project? If no one does, share an example yourself– for example, of an after-school computer class or reading club open to all students. If you are stuck for an example, there is an example in Scenario 1 in Annex 5. When sharing hypothetical scenarios as examples of different approaches to gender integration, change names of countries based on the audience to help participants relate to the scenarios better.
4. Repeat above steps for:
 - a. Gender aware (slide 4). Also explain there are different categories for being aware, going to go through each in turn.
 - b. Gender exploitative (slides 5-6) – slide 5 = definition; slide 6 = example
 - c. Gender accommodating (slides 7-8) – slide 7 = definition; slide 8 = example
 - d. Gender transformative (slides 9-10) – slide 9 = definition; slide 10 = example
5. Show slide 11: Gender Integration Continuum and give out the handout of the Continuum to each participant. Tell them to refer to this handout as they do the next activity.
6. Show slide 12: Final note: Most importantly, we should all follow two gender integration principles:
 - a. First, under no circumstances should projects / activities adopt an exploitative approach since one of the fundamental principles of development is to “Do no harm”.
 - b. Second, the overall objective of gender integration is to move toward gender transformative programmes / policies, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

Part 2: Project scenario analysis (25-40 minutes)³

1. Divide the group into 4-8 groups. Ensure there are at least two people in each group.

Facilitator notes

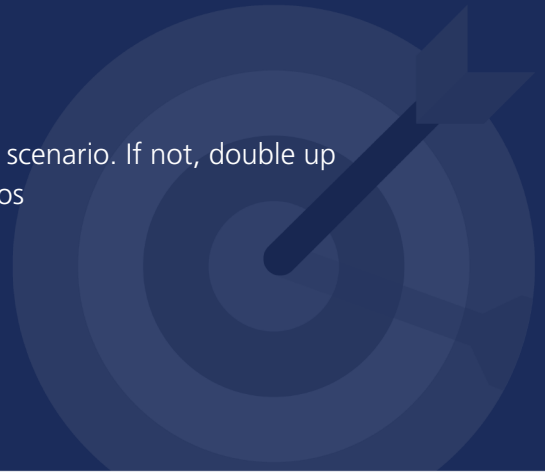
Opinions vary on the ideal group size for this activity; some experienced facilitators interviewed like pairs, others four-six participants per scenario group. It is up to you. For smaller groups, use pairs or triads. The most useful division is when you have eight groups – two for each approach. However, you can have four groups and each group does two scenarios. Ensure that you have at least one project scenario for each of the four gender integration approaches.

³This should last 25 minutes for the 90-minute and 2-hour training sessions and 40 minutes for the 3-hour training session, going into more detail on the discussion about where placing each scenario

2. Explain that you have four project examples.

Facilitator notes

If there are enough participants, give two groups the same project scenario. If not, double up where you can, even if you cannot do it for all four project scenarios



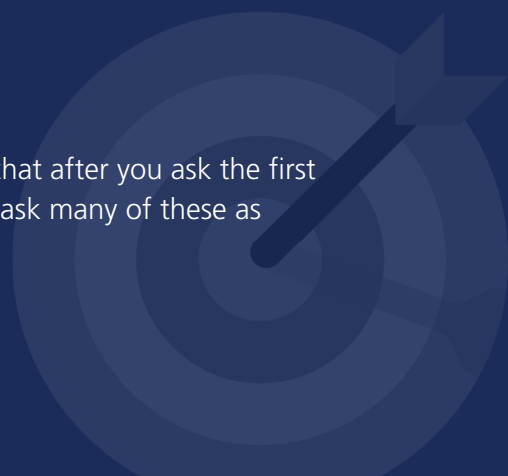
3. Explain to the group that there are four different scenarios and two groups will be looking at each scenario.
4. Show the Gender Continuum flip chart that the definitions are stuck onto. Give the groups the following instructions:
 - a. Read your project description as a group, determine where the project fits on the Gender Continuum.
 - b. When you have decided, tape the project description on the Continuum: Blind, Exploitative, Accommodating or Transformative.
 - c. Choose a presenter to report your group's findings.
 - d. You have 10 minutes for this activity.
 - e. If the groups have two scenarios each, they should do the same for each scenario.
5. Check with each group to ensure they understand the directions and that they are staying on track and with their discussion. After 10 minutes, call time. Ensure that all groups have posted their project description on the Continuum where they believe it belongs. Clarify that the activity doesn't have to fall exactly under one of the categories; it's acceptable to have the activity fall somewhere between two categories on the Continuum. But the group will have to provide a justification regarding the placement.
6. After the groups have placed their project where they believe it belongs on the Continuum, move along the Continuum, asking a representative from each group to come up, read their project description, and explain why they decided on that particular placement along the Continuum. If groups with the same project descriptions placed the scenario on the same spot for the same reasons, the second group doesn't need to explain it again. They can say they agree for the same reasons or add any points the first group did not share.

7. For each project scenario, debrief the group's choice of approach by asking the following questions:

- Why did your group place it here?
- What elements / information in the scenario helped you determine where to place it on the Continuum?
- Did everyone in your group agree on placement?
- What elements generated the disagreement?
- What elements did everyone agree on?
- Was there any information missing or not clear that would have helped you determine where it resides on the Continuum?
- Did any of you extrapolate from what was in the project scenario description? Can you explain any assumptions you made?
- Did any of you think about the "intent" of the project when it was designed versus the actual outcome? Did this influence where your group decided to place the project? How?
- Do you (larger group) agree with where the project is placed? Why? Why not?
- If groups with the same scenario description didn't agree on where it belonged on the Continuum, ask the other group with the same project what they think.
- Do you think their argument has merit?
- (For Blind, Exploitative, and Accommodating scenarios) What changes can you make to move this project towards Transformative?
- Do any of you think your project description could have resided in more than one place? Why?

Facilitator notes

You do not need to ask all of the above questions, but you will find that after you ask the first two or three questions and process the discussion, you will naturally ask many of these as probing questions to help facilitate learning.



8. Ask the following questions after all of the scenarios have been discussed:

- Was this exercise easy? Difficult? Why?
- Were there any surprises?
- What do you think of your current projects and where they are on the Continuum?
- How do you see yourself applying these concepts to your work?
- What is the “take home” message from this exercise? (It’s a missed opportunity if we do not build gender into our projects. If we do not build it in, it can have a negative effect or unintended consequences.)
- What does it mean to consider a dual goal of both a gender and health outcome for the activity? How does that change their perspective about the project? What impact will it have on cost / resources, project scope, and project length?

Facilitator notes

Ensure that you mention the concept of ‘intent’ of the activity versus the ‘outcome’ of the activity. Mention that one can use the Continuum to aid in integrating gender at all stages of project design and to assess the impact on gender relations through the life of the project or activity. Emphasize that impacts can shift unexpectedly and an activity may have unintended consequences.

9. Share your thoughts as the facilitator on where these projects fall along the Continuum and why. Explain the following

- (As you can see) sometimes, there will be differing views on where a project or activity resides on the Continuum.
- The placement by the participants may be a result of various reasons.
- What is important is to look at the intent vs. outcome. Outcome of an activity may change based on a variety of contextual factors. The same project can have different impacts in different communities or different situations.
- Explain that the key is to pause and think about how an intervention may have unintended consequences and to consider all possible outcomes. Also, to always challenge yourself to think, how can this project/activity be made more transformative? The Gender Integration Continuum also allows practitioners to revisit an activity, recognizing cultural shifts and new opportunities to “push the envelope” with regards to desired gender outcomes.
- Explain that you may sometimes feel that gender exploitative or accommodative activities bring better results or better numbers. But these approaches reinforce gender inequality. Therefore, we need to always make efforts to move further along the Continuum towards gender transformative programs

10. Ask the group if they have any further comments or questions.

Important note

Processing this activity can pose some challenges. For example:

- For groups that cannot agree on where a scenario should be placed, ask them to clearly state the rationale for why they chose a particular category. Ensure that you ask the larger group where they believe it should be placed and why. Ask groups to think about how the project can be more transformative. This sometimes helps a group understand which approach is illustrated.
- Remember that the facilitator does not have to immediately respond with an answer. One of the tenets of adult learning theory states that adults bring knowledge and skills to a learning activity. Let the larger group answer and then you can provide inputs to help clarify.
- Some participants are uncomfortable with ambiguity and want the “answer.” They like black and white. Any of the Gender Accommodating examples can seem ambiguous to the participants. Though this can be challenging, processing these cases stimulate lively and helpful discussions. A key question to ask, which can help clarify, is “What would make this project move towards Transformative?”
- When you are facilitating this activity with a multicultural audience, the varying cultural contexts can have a big influence on participants’ ability to see steps to transform projects. Some participants may believe it just isn’t possible to work towards gender transformative outcomes. Again, ask the larger group to share their thoughts. Push them—gently—to identify steps to take, and then ask if this is possible in their country? If not, why not? What are the barriers? Then ask, what can they do to remove those barriers. It will be helpful to have some country or regional examples of gender transformative projects that were successful and examine what helped them to be successful.
- If three groups have the same scenario, and each group puts in it a different place, this should be seen as an opportunity. Ask each group to identify the elements in the project scenario description which helped them make their decision. Ask the larger group to comment. When all voices are heard, you should explain why it belongs in a certain category. And again, asking how to make it more transformative, or to move it along the Continuum sometimes provides more clarity.

Practicing gender analysis

Time	Resources	Objectives
45 minutes	<p>Gender Integration Continuum flipchart (from previous exercise)</p> <p>Project scenarios (that people brought with them)</p>	<ul style="list-style-type: none">• Apply the Gender Integration Continuum to current projects, programmes, policies, and activities.• Identify strategies to move these along the Continuum towards a gender transformative approach

Activity

1. Tell the group that now you're going to ask them to apply the Gender Integration Continuum to their own projects / programmes / policies / activities that they brought with them.

Facilitator notes

It's important at the end of the activity to move the group towards what to do next. Help them think about how to use this new knowledge and engage others in working toward gender transformative results.

2. Ask them to take out their own project plans / descriptions.
3. Share the following instructions.
 - In your project team or individually, review your project and discuss, and / or determine where it currently resides on the Continuum.
 - Next, identify strategies for moving it along the Continuum toward being gender transformative.
 - Take notes on strategies.
 - You have 30 minutes for this activity.

4. Rotate to the different teams or individuals, checking in to see if they have questions and to ensure they stay on task.
5. After 30 minutes, call time. You will have 15 minutes for a few people to report back
6. Ask for up to three participants to share their project summary, focusing on the following:
 - Where they believe it resides on the continuum.
 - Changes they can make, or steps they can take, to make the activity more gender transformative.
7. Ask the larger group for input or helpful suggestions after each report back.

Facilitator notes

Do not ask every participant to report back on their activity. In the 15 minutes remaining, you can ask for up to three people to report back, depending on time.



Evaluation

Time	Resources	Objectives
5 minutes	Evaluation forms (Annex 6) Pens Post-training questionnaire	<ul style="list-style-type: none">To receive participants feedback on the training session

Activity

1. Ask the participants to take the evaluation form out of their participant information pack.
2. Explain that the feedback is important to help ensure that the training remains dynamic, relevant, and responsive to the needs of all staff members. Note that constructive and critical feedback is welcome as that will assist the team to improve future training programmes.
3. Emphasise that the feedback will be anonymous – participants do not need to fill in their name or position on the form.
4. Encourage participants to provide honest feedback.
5. Invite the participants to anonymously fill in the post-training questionnaire

Facilitation tip: Encourage critical feedback

Make sure that participants feel comfortable so they can be open and honest when filling in their evaluation form. You could consider leaving the room if you think this would help.



Close

Time	Resources	Objectives
5 minutes	None needed	<ul style="list-style-type: none">To encourage participants to daily look at the world through a gender lens.

Activity

1. Ask participants to share one or two key learnings they gained from the training session and what they will now do differently.
2. As a follow up from the training, encourage the participants to do the following.
 - a. **Look at the world through a gender lens daily:** Stop being gender blind but instead be gender aware by daily looking at the world through a gender lens. This means looking at who has power, how are they using that power, and how is this advancing / disadvantaging people on gender related grounds.
 - b. **Assess whether your work is gender transformative:** In your work, bring in a gender lens to assess whether it is transforming existing unequal power relations or entrenching: them? This can be done whatever your role is as it affects:
 - i. Every new project proposal being developed
 - ii. Existing or proposed national or international legislation
 - iii. Existing projects, programmes or service delivery
 - iv. HR policies
 - v. Communications on different topics
 - vi. Institutional culture and systems such as pay structures, affiliate accreditation, or hiring practices etc
 - c. **Measure it:** Whatever role you are in, find out a way of measuring the impact of your work on gender equality. This could be through baselines and endline studies, expected results indicators, gender self-assessments, gender audits, pay reviews etc.
 - d. **Learn more:** Better understand the intricacies of gender equality and how it affects SRHR outcomes by reading more, speaking to experts, watching Ted Talks etc.

- e. **Become a gender champion:** Start supporting others in learning more about gender equality and hold others accountable if they are doing things which are gender blind.
3. As a follow up from the training, encourage the participants to do the following.
 - Applying a gender lens to SRH: A how to guide
 - IPPF Gender Equality Strategy and Implementation Plan – <https://www.ippf.org/sites/default/files/2018-04/IPPF%202017%20Gender%20Equality%20Strategy%20-%20English.pdf>
 - Gender Assessment Toolkit for IPPF Member Associations – <https://www.ippf.org/resource/gender-assessment-toolkit>
4. Finish the training by thanking everyone for their participation and tell them that you will be available if they want to ask or discuss anything that has been raised during the training session.

Section 4

Useful one-off sessions for going deeper

Useful one-off sessions for going deeper

This section provides outlines for one-off training sessions to help participants go deeper into different elements of achieving gender equality to both revise the basics and build further knowledge. These training sessions could be provided during lunchtimes or as part of staff retreats / training days. They could also be added to the above induction training session outlines if a full day training is desired.

There are four sessions included here:

- 1. The Power Walk – Gender and Intersectionality:** Increasing awareness of often hidden and invisible dimensions of power and social / economic inequality, and create critical awareness of how power and gender operate in relation to other intersecting social categories.
- 2. Introducing the Genderbread Person:** Deepening understand of different concepts related to diversity of sexual orientation, gender identities and expressions, and sex characteristics.
- 3. Sexual and Gender-Based Violence:** Building a greater understanding of sexual and gender-based violence and its root causes.
- 4. Measuring Gender Attitudes – the Gender-Equitable Men (GEM) Scale:** Testing gender equitable norms and building familiarity with a tool for the monitoring and evaluation of gender transformative approaches within SRHR programmes.

At the end of this section, a list of toolkits and other resources is provided where additional training sessions can be found for going deeper.

Additional Session 1: The Power Walk – Gender and intersectionality

Time	Resources	Objectives
60 minutes	<p>Power Walk Characters (one for each participant) – see Annex 7</p> <p>Scissors</p> <p>List of Power Walk Statements (see Annex 8)</p> <p>Slide Deck – Intersectionality and health: Why it matters</p>	<ul style="list-style-type: none">Understand the relationship between gender, power, age, ethnicity, class, caste, race etc. and how these factors often reinforce each other to create or exacerbate (gender) inequality

Facilitator notes

This session renders the often hidden and invisible dimensions of power and social / economic inequality visible and creates critical awareness of how power and gender operate in relation to other intersecting social categories.

Activity

1. See Annex 7 for a list of characters in a community. If some of the characters are not useful in your setting, you can adapt the list. Cut strips of paper so each person has one of the characters. Hand one to each participant and ask them to read it without showing it to anyone else.
2. Explain that each person plays the role of this personality in a small community (or other setting if you wish). It is useful to switch gender roles (i.e. give the men a character of a woman, for example) and to give older participants a young character and vice versa. The idea is that by imagining themselves in a character of another gender / age / race, participants become more critically aware of gender, power, and its intersectionality with age, race, ethnicity etc. In other words, through empathy they will experience what it is like to be in a disempowered state and how different social factors work together to increase this state of powerlessness.

3. Find a big enough space for everyone to be able to stand in a straight line. This could be outside. Ask everyone to form a line facing you, and tell them that they cannot speak or ask any questions unless they are asked a question.
4. Explain the following process: I will read out a series of statements, situations or events; if you think your character's answer to the statement is 'Yes', take one step forward; if you think your character's answer is 'No' or you are unsure, you are to stay still.
5. Slowly read out the statements (see Annex 8), giving participants time to move between each statement (you don't have to do all the statements – depending on time available you may pick only a few, leave out statements that you think are not helpful for your group, or add new, more relevant ones according to your context and group of participants).
6. Having read out the statements, ask the participants to stay in the position that they are in and explain that you are going to ask a series of questions, and that participants need to answer them as they would if they were that person.
7. Move around to ask different characters, 'Who are you and why are you standing where you are?' For example:
 - a. How many steps have you taken?
 - b. How does it feel to stay where you are? (i.e. close to the line – indicating a lack of power, somewhere in the middle – some power, or out in front – a lot of power)
 - c. Why does this person end up in this position?
 - d. Does gender have anything to do with it? Does age have anything to do with it? Does sexual orientation or race have anything to do with where you are standing? (Questions can also include a focus on gender, age, race, and social status.)
8. Ask participants to discuss in groups how they would define power according to what they experienced in this session.
9. Debrief with the group by giving a short PowerPoint presentation on 'Intersectionality and health: why it matters' (see Slide Deck – Intersectionality and health: Why it matters).⁴
10. Ask the group in plenary or in small groups, to discuss, write down and present why they believe intersectionality is important for SRHR programmes. Also ask what their organisation and programme can do to address intersectionality.

⁴These slides are adapted from the presentation of the same name by Darren Whitfield. The full presentation is available from <https://diversity.dom.pitt.edu/wp-content/uploads/2020/08/Intersectionality-Presentation.pdf>

Additional Session 2: Introducing the Genderbread Person

Time	Resources	Objectives
60 minutes	Handout: The Genderbread Person (see Annex 9) PowerPoint with definitions (if desired)	<ul style="list-style-type: none">Understand the spectrum of Sexual Orientations, Gender Identities and Expressions, and Sex Characteristics (SOGIESC)

Facilitator notes

It is not easy to define gender as it is variable and re-created in the constant interaction between biological and social factors. Specific contexts and/or partners make certain gender behaviour more likely, and during one's lifetime or in relationships, gender changes. This means that the differences between males and females (defined by their sex as opposites) often aren't that big, and that there is greater diversity in gender identities and expressions. For example, i.e. men have characteristics that are classified as feminine and women have characteristics that are classified as masculine. It is necessary to be sensitive to gender identities, and sex differences shouldn't be exaggerated.

The Genderbread Person has been developed to visualise some of the dimensions of sex, gender, gender identity and expression, and sexual orientation, and to show these on a spectrum, offering a broad variety of possible combinations. Gender identity and sex are not binaries – although this is often taken as a given in education, legislation, and policies. These dimensions are better conceptualised as a spectrum.

Find the latest Genderbread person illustration here: <https://www.genderbread.org>

Activity

1. Give each participant a copy of Handout: The Genderbread Person (see Annex 9). Then explain the following in plenary (add this information to a PowerPoint presentation if you wish):
 - **Anatomical sex** includes physical attributes such as external genitalia, sex chromosomes, gonads, sex hormones, and internal reproductive structures. At birth, it is used to assign sex, that is, to identify individuals as male, female, or intersex.
 - **Gender identity** is someone's innermost concept of self as a man, a woman, a blend of both or neither – how individuals perceive themselves and what they call themselves. A transgender person is a person whose gender identity does not conform to norms and expectations traditionally associated with their sex assigned at birth.
 - **Gender expression (or gender presentation)** is a person's expression / presentation of their gender identity through their outward appearance – through clothes, hairstyle, body language, and general behaviour.
 - **Sexual attraction** is commonly understood as an emotional response resulting in a desire for sexual contact with a person.
 - **Romantic attraction** is an emotional response that most people experience, resulting in a desire for a romantic relationship with the person that the attraction is felt towards. Often asexual people experience romantic attraction even though they do not feel sexual attraction. Romantic attractions can be experienced towards any person and any gender.
 - **Sexual orientation** is the way in which you experience sexual, romantic, and emotion attraction. There are different sexual orientations: Same-sex attraction– attraction towards people of the same sex/gender; heterosexual attraction– attraction towards people of a different sex/gender; bi-sexual attraction– attraction towards people of two sexes/genders; and asexuality– absence of sexual attraction.
 - Also explain that **gender and sexuality are fluid** – that a person's sexual orientation, as well as gender identity and expression, may change from time to time.

2. After the presentation, ask everyone in the group to join up with one other person. In these pairs, ask them to discuss why they believe it is important to talk about diversity of SOGIESC in their SRHR programme. They should also discuss if they feel that people with diverse SOGIESC are treated differently with regard to their access to information, sexuality education, and services within SRHR programming.
3. Ask everyone to re-join the group. Let a few volunteers share what they came up with in their reflection and then ask the group why they think respect for diversity is important in SRHR programmes.
4. Make sure that participants understand that people with diverse SOGIESC have human rights, but in practice often don't see these rights respected, protected, and fulfilled. They are often marginalised, discriminated against, and excluded. This can negatively affect their access to information, education, and services, resulting in negative SRHR outcomes.

Additional Session 3: Sexual and Gender-Based Violence

Time	Resources	Objectives
60 minutes	Handout: Our Experience (see Annex 10) Questions on a flipchart or PowerPoint slide	<ul style="list-style-type: none">Understand what sexual & gender-based violence is and identify its root causes.

Facilitator notes

The timing for this activity is approximate. You need to be flexible, especially when personal experiences are brought out in the activity.

As a facilitator you must be aware of the distress levels of participants and be ready to offer support and intervention. It is recommended that a counsellor from the organization be on stand-by, in case support is needed.

Activity

1. Ask the group to look at Handout: Our Experience (see Annex 10). In groups of 2-4 discuss the following questions (display these on a flipchart or PowerPoint slide):
 - a. Are these statements familiar in your community?
 - b. Do you think the reasons men give for beating their wives are acceptable?
 - c. Do you think the reasons for beating men are acceptable?
 - d. What are the consequences for women who choose to leave their abusive husbands?
What are the consequences for their children?
 - e. What are some effective and life-giving solutions for women who are frequently abused by their husbands or male companions?
 - f. What are the consequences for men when they get abused?

- g. Do you know whether transgender people in your communities face sexual and gender-based violence?
 - h. Do you know whether people in same-sex relationships in your communities face sexual and gender-based violence?
2. In plenary, ask the groups to share responses to questions a-h. Give individuals who wish to do so the opportunity to share responses to question 1. This should be optional.
3. Explain:
- a. In the examples of both women and men being abused, the reasons are very much related to perceptions and stereotypes around gender. However, girls and women are disproportionately vulnerable. A man who beats a woman in order to punish or control her shows lack of self-control, as well as disrespect, and contempt for women. Today, unfortunately, too often we see evidence of wife beating. Some women are so severely injured that they die as a result. It is hard to understand when we hear women themselves say that 'Beatings show how much a man loves his wife; the more he beats, the more he loves!' This really is a myth!
 - b. Sexual and gender-based violence wears many faces, aside from wife beating. Women are frequently abused at work through sexual harassment where their employers or male co-workers demand sexual favours in return for the woman's promotion or equal treatment. Women are abused on the streets when they are verbally or physically attacked or raped. Women are used in the media (press, TV, Internet) in stories and advertisements that humiliate and exploit women and their bodies.
 - c. The violence that men experience is often done by other men, but women can also be abusive. However, this is much less often the case, and the forms of violence women use are usually less severe than the violence women experience from men.
 - d. People with diverse SOGIESC also experience high levels of sexual and gender-based violence. This includes SGBV directed at transgender people, SGBV in same-sex relationships, violence directed at LGBTIQ+ people from their family members, and medical procedures forced on intersex people etc. In restrictive settings, (for example where same-sex relationships are criminalised) people with diverse SOGIESC are especially vulnerable due to lack of access to law enforcement and SGBV services.
4. Ask: How is sexual and gender-based violence against women, men, transgender and non-binary people related to gender norms? How can we empower them to counteract these norms?:

Additional Session 4: Measuring Gender Attitudes – the Gender Equitable Men (GEM) Scale

Time	Resources	Objectives
60 minutes	<p>Flipchart</p> <p>Markers</p> <p>Signs with 'Agree', 'Partially Agree', and 'Disagree' written on them</p> <p>Handout: GEM Scale (see Annex 11)</p>	<ul style="list-style-type: none">Can use the GEM Scale to measure impact of their programmatic intervention.

Facilitator notes

The GEM scale measures attitudes towards 'gender-equitable' norms. The scale is designed to measure attitudes toward gender norms in intimate relationships and differences in social expectations from people based on their gender. In this session participants test their own gender equitable norms and get familiar with a tool for the monitoring and evaluation of gender transformative approaches in their SRHR programme. This activity seeks to explore values around masculinity and is useful for trainings that focus on engaging men and boys in SRHR.

Activity

1. Stress that participation in the exercise is voluntary and if anyone is not prepared to answer personal questions about their attitudes relating to gender they can choose not to participate.
2. Stick the 'Agree', 'Partially agree', and 'Disagree' signs on the wall. Then read out, one by one, each statement of the GEM Scale on Handout: GEM Scale (see Annex 11). After each statement, ask participants to move to the 'Agree', 'Partially agree' and 'Disagree' cards.
3. Once the participants have taken their stand, motivate discussion between the different groups by asking questions or ask the groups to try and convince others to join them, i.e. moving from Agree to Partially agree or Disagree.

4. Bear in mind that the domains of the GEM Scale were established using qualitative research with (young) men. The 'ideal' descriptions of 'equitable men' that emerged from this research could assist in guiding the discussion:
 - a. **Domain 1. Violence.** The equitable man is opposed to violence against women under all circumstances, even those that are commonly used to justify violence (e.g. sexual infidelity).
 - b. **Domain 2. Sexual relationships.** The gender equitable man seeks relationships based on equality, respect, and intimacy rather than sexual conquest. This includes believing that people have equal rights and that women have as much right to sexual agency as do men.
 - c. **Domain 3. Reproductive health and infection prevention.** The gender equitable man assumes responsibility for sexually transmitted infection prevention and reproductive health in his relationships. This includes taking the initiative to discuss reproductive health concerns with his partner, using condoms or assisting his partner in acquiring or using a contraceptive method.
 - d. **Domain 4. Domestic chores and daily life.** The gender equitable man seeks to be involved in household chores and childcare, meaning that they take both financial and care-giving responsibility for their children and household.
5. Give participants Handout: GEM Scale (see Annex 11) so that they can see the scale. Responses to each item are summed. High scores represent high support for gender equitable norms. Certain items have to be reverse scored if a high score would reflect low support for gender equity. The tool can be used to set a baseline for a programme and for monitoring and evaluation afterwards.
6. Ask participants how they could use the GEM Scale for setting a baseline for gender transformative approaches in their SRHR programme.



Useful resources for further training

Useful resources for further training

Useful resources for further sessions on a variety of topics related to gender equality and gender transformative approaches are:

- Adopting a Gender Transformative Approach in Sexual and Reproductive Health and Rights and Gender Based Violence Programmes. Rutgers' Toolkit. Available from: <https://rutgers.international/resources/?search=gender%20transformative&type=tool&theme=gender-transformative-approach>
- SASA! Activist Kit. Raising Voices. Available from <https://raisingvoices.org/sasa/download-sasa/>
- SO/GIE/SC Facilitators Manual: Module 1. Hivos. Available from <https://hivos.org/assets/2019/05/Hivos-SOGIESC-training-Module-1.pdf>
- One Man Can Toolkit. Sonke Gender Justice. Available from <https://genderjustice.org.za/project/community-education-mobilisation/one-man-can/one-man-can-toolkit/>
- Engaging Men in Sexual and Reproductive Health and Rights, including Family Planning: Why using a Gender Lens Matters. EngenderHealth, UNFPA. Available from: <https://www.engenderhealth.org/wp-content/uploads/imported-files/Engaging-Men-in-Sexual-and-Reproductive-Health-and-Rights-Including-Family-Planning.pdf>



Annexes

Annex 1 – Workshop pre-assessment questionnaire

This pre-workshop questionnaire will provide the workshop facilitators with valuable information on your current knowledge of gender equality so that we can tailor the workshop pace and content to your group.

The answers to these questions will be kept confidential.

It will take approximately 10 minutes to complete this questionnaire.

A: Background information

1. Name	
2. Role / Job Title	
3. Organisation	
4. Gender	<div><input type="checkbox"/> Cisgender woman</div> <div><input type="checkbox"/> Cisgender man</div> <div><input type="checkbox"/> Transgender woman</div> <div><input type="checkbox"/> Transgender man</div> <div><input type="checkbox"/> Non-binary</div> <div><input type="checkbox"/> Gender queer</div> <div><input type="checkbox"/> Prefer not to say</div> <div><input type="checkbox"/> Other – please specify: _____</div>

5. Involvement with IPPF	<input type="checkbox"/> Staff member <input type="checkbox"/> Consultant / contractor <input type="checkbox"/> Intern <input type="checkbox"/> Volunteer
6. Length of time with IPPF	<input type="checkbox"/> Less than a year <input type="checkbox"/> 1-2 years <input type="checkbox"/> 3-4 years <input type="checkbox"/> 4+ years

B: Gender equality and your role

7. To what extent do gender concerns influence your everyday work?	<input type="checkbox"/> Not at all <input type="checkbox"/> To a limited extent <input type="checkbox"/> To a significant extent <input type="checkbox"/> The whole focus is on gender <input type="checkbox"/> Not applicable
8. How relevant is gender to the mandate of your agency/ organization?	<input type="checkbox"/> Not relevant at all <input type="checkbox"/> Relevant to a limited degree <input type="checkbox"/> Very relevant <input type="checkbox"/> Gender is the main focus <input type="checkbox"/> Not applicable

9. Is gender relevant to the work of your division/unit?	<input type="checkbox"/> Not relevant at all <input type="checkbox"/> Relevant to a limited degree <input type="checkbox"/> Very relevant <input type="checkbox"/> Gender is the main focus <input type="checkbox"/> Not applicable
10. Have you ever conducted a gender analysis or gender assessment?	<input type="checkbox"/> I don't know what this is <input type="checkbox"/> I know what this is but have never done it <input type="checkbox"/> I have used this in my work <input type="checkbox"/> I am confident enough to lead work on this <input type="checkbox"/> I don't need to do this in my role

C: Gender-related values and perceptions

11. I am comfortable talking about gender norms and stereotypes that affect my work.

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
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12. I am comfortable intervening when I see behaviours within my organization or my work that reinforce gender inequalities.

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
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13. I understand gender equality to be mainly a women's issue.

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
------------------------	---------------	--------------	------------	---------------------

14. I believe that gender norms and stereotypes negatively affect both men and women.

Strongly Disagree
1

Disagree
2

Neutral
3

Agree
4

Strongly Agree
5

15. My view regarding husbands hitting their wives is that it is... [Pick one]

- ☐ Their right to do so
- ☐ Acceptable although it is against the law
- ☐ Acceptable in certain circumstances
- ☐ Common, but socially unacceptable
- ☐ Unacceptable behaviour in any circumstance

16. In my view, a woman may... [Pick one]

- ☐ Only do her domestic duties in the home and not be in public for any reason
- ☐ Work outside the home with the permission of her husband or family
- ☐ Engage in politics if she has permission from her husband or family
- ☐ Engage in work as long as her domestic duties remain a priority
- ☐ May freely choose to work regardless of permissions or domestic duties

D: Specific requirements for the training

Question	Response	Comments
17. Do you require step-free access to the training venue?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18. Do you have any dietary requirements?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>19. The training will be conducted in [insert language here]. Are you comfortable with the training in this language?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>If no, what languages would you be confident the training being provided in?</p>
<p>20. Do you have any other access requirements you would like us to be aware of?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>If yes, what are the particular requirements?</p>

Thank you for your time. We hope you enjoy the workshop.

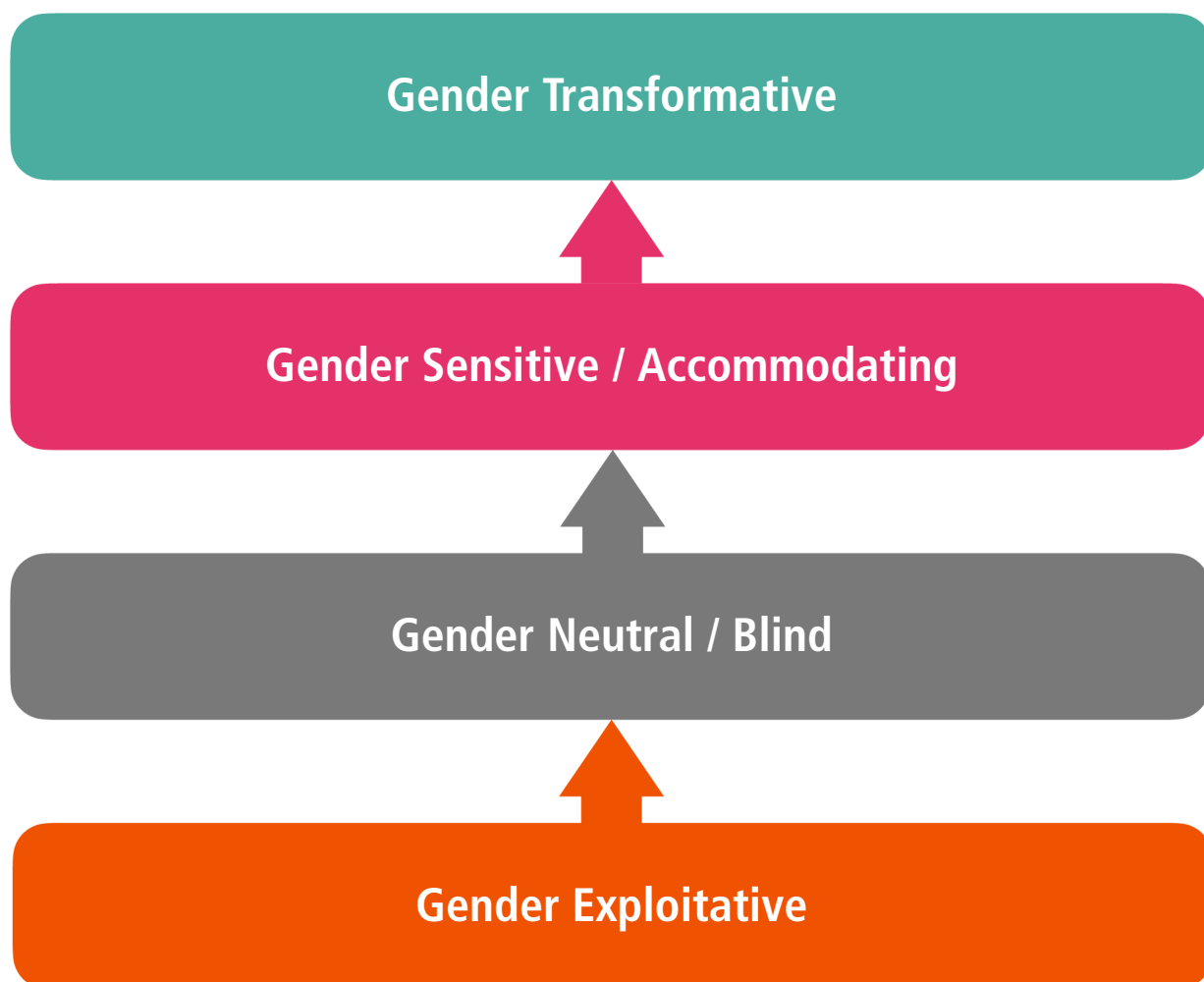
Annex 2 – Workshop preparation and planning checklist

Timing	Activity	Completed
One or two months before the training	<ul style="list-style-type: none"> Decide and confirm the budget for the training. 	
	<ul style="list-style-type: none"> Select and invite the participants and share pre-training survey/ assessment (minimum 8, maximum 24) and send out pre-survey questionnaire. 	
	<ul style="list-style-type: none"> Identify and invite a co-facilitator from within your Secretariat Office /Member Association. If there is no one suitable from within the organization then arrange an external facilitator/ co-facilitator. 	
	<ul style="list-style-type: none"> Decide on the date and length of the workshop. 	
	<ul style="list-style-type: none"> Decide on the location of the workshop and whether venue set-up, accommodation, per diems, and catering is needed. If it is, delegate responsibilities as required among support staff to coordinate logistics. 	
	<ul style="list-style-type: none"> Prepare an agenda and agree on the activities to be included in the training based on findings of pre-survey questionnaire. 	
	<ul style="list-style-type: none"> Allocate training responsibilities between the co-facilitators. Be mindful to share any request from participants on improving accessibility with the planning team/co-facilitator. 	
	<ul style="list-style-type: none"> Order training materials and equipment (as required). 	
	<ul style="list-style-type: none"> Prepare PowerPoint presentations (as required). 	
	<ul style="list-style-type: none"> Confirm the training venue, and if required, any administrative and logistical arrangements such as travel, accommodation, per diems, and catering. 	
	<ul style="list-style-type: none"> Send a calendar invite to participants to ensure that they have their time blocked for the training. 	

Timing	Activity	Completed
Two weeks before the training	<ul style="list-style-type: none"> Review / confirm final list of participants. 	
	<ul style="list-style-type: none"> Send participants the agenda and background information to complete (Act Like a Man, Act Like a Woman exercise) and if conducting the 3-hour workshop, ask them to bring along a project example. 	
	<ul style="list-style-type: none"> Finalise planning preparation of the participant evaluation form. 	
	<ul style="list-style-type: none"> Finalise all administrative and logistical arrangements. 	
	<ul style="list-style-type: none"> If any of the facilitators are new, we can suggest that they carry out a simulation of the training. 	
One or two days before the training	<ul style="list-style-type: none"> Meet with the co-facilitator to go through the schedule, make final arrangements etc. 	
	<ul style="list-style-type: none"> Assemble training materials and check equipment. 	
One or two hours before the training	<ul style="list-style-type: none"> Take the training materials to the venue. 	
	<ul style="list-style-type: none"> Check that equipment is ready and you know how to use everything. 	
	<ul style="list-style-type: none"> Set up the room - Arrange the tables and chairs in groups of four to six people. 	
	<ul style="list-style-type: none"> Prepare refreshments (if required). 	

Annex 3 – Gender Integration Continuum

Simplified Diagram



Source: Adapted from Geeta Rao Gupta. 2000. *Gender, sexuality, and HIV/AIDS: The what, the why, and the how*. SIECUS Report Vol. 25, No. 5, 2001.

Ignores:

- The set of economic, social, political roles; rights; entitlements; responsibilities; and obligations associated with being female or male.
- Power dynamics between and among men and women, boys and girls.

Gender Blind



Gender Aware

Exploitative

- Reinforces or takes advantage of gender inequalities and stereotypes.

Accommodating

- Works around existing gender differences and inequalities.

Transformative

- Fosters critical examination of gender norms* and dynamics.
- Strengthens or creates systems** that support gender equality.
- Strengthens or creates equitable gender norms and dynamics.
- Changes inequitable gender norms and dynamics.

GOAL

Gender equality & better development outcomes



* Norms encompass attitudes and practices.

** A system consists of a set of interacting structures, practices, and relations.

Adapted from: USAID, IGWG Gender Integration Continuum Training Session User's Guide

Annex 4 – Definitions of the approaches on the Gender Integration Continuum

The terms “gender blind” and “gender aware” relate to the degree to which gender norms, relations, and inequalities are analyzed and explicitly addressed during design, implementation, and monitoring.

Gender Blind:

Gender blind policies and programs are designed without a prior analysis of the culturally defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with gender and the dynamics between and among individuals and groups based on their gender. The project ignores gender considerations altogether.

Gender Aware:

Gender aware policies and programs examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with gender and the dynamics between and among individuals and groups based on their gender.

Exploitative Gender Programming:

Gender exploitative policies and programs intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the program in the long run.

Accommodating Gender Program:

These are policies and programs that acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short-term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.

Transformative Gender Programming:

Transformative policies and programs seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by:

1. Fostering critical examination of inequalities and gender roles, norms, and dynamics;
2. Recognizing and strengthening positive norms that support equality and an enabling environment;
3. Promoting the relative position of women, girls, and marginalized groups; and
4. Transforming the underlying social structures, policies, and broadly held social norms that perpetuate gender inequalities.

Annex 5 – Project scenario cards

Only use up to four of these scenario cards ensuring you have one example for each of the four gender integration approaches.

These scenarios are a guide only – each organization can come up with their own scenarios from real life experience. Country names can be changed based on the participant demography. Additionally, further scenarios are available from: https://www.igwg.org/wp-content/uploads/2017/12/17-418-GCScenarioBank-2017-12-12-1633_FINAL.pdf

For the following scenarios, the answers are included as a footnote for the trainers benefit only.⁵

Scenario 1. Improving supply chain systems to reduce contraceptive stockouts

Recognizing that contraceptive stock outs are a significant problem in delivering high quality and reliable services, the Ministry of Health (MoH) in country X redoubled its efforts to improve its supply chain system. This involved a thorough assessment to better quantify and forecast commodity needs at the central, regional, and Service Delivery Point (SDP) levels. An electronic Logistics Management and Information System (eLMIS) was developed to capture more detailed information about the procurement, shipping, and issuing of commodities. The Ministry agreed to hire more supply chain staff, and additional training was provided to all personnel in order to roll out the new system. But the MoH did not consider gender factors affecting staff training, for example, rolling out the training without checking current composition of staff, and which times, locations, and format are optimal depending on the sex/gender make up of their eLMIS staff. There was no gender analysis of demand for commodities and of patterns of stock outs (for example, is emergency contraceptive readily available, or other methods that women can use privately).

⁵Gender blind: Scenario 1; Gender Exploitative: Scenarios 2 and 3; Gender accommodating: Scenarios 4, 5 and 6; Gender transformative: Scenarios 7 and 8.

Scenario 2. Female Condom Promotion in South Africa

A pilot program was designed to increase the acceptability and use of the female condom in South Africa. Historically, female condoms have been promoted to women. After acknowledging that in the African context men dictate the terms of heterosexual encounters, the program decided to try an innovative approach: the promotion of the female condom to men by male peer promoters. This involved (1) male promoters demonstrating to men the use of the female condom; (2) explaining to them that self-protection and sexual pleasure are completely compatible with the use of the female condom especially when compared to currently available barrier alternatives; and (3) giving men female condoms to use with their female partners. Staff based their programmatic approach on research that found that “Men are preponderantly concerned with retaining control over the means of protection (while remaining) ambivalent about female controlled methods; they wanted their women to be protected from STIs including HIV but the threat of infection was seen as ensuring that women remained faithful.”

Scenario 3. Campaign to Increase Male Involvement in Zimbabwe

In an effort to increase contraceptive use and male involvement in Zimbabwe, a family planning project initiated a communication campaign promoting the importance of men’s participation in family planning decision making. Messages relied on sports images and metaphors, such as “Play the game right, once you are in control, it’s easy to be a winner,” and “It is your choice.” The campaign increased the use of contraceptive methods. When evaluating impact, the project asked male respondents whether ideally they, their partners, or both members of the couple should be responsible for making family planning decisions. The evaluation found that: “Whereas men were far more likely to believe that they should take an active role in family planning matters after the campaign, they did not necessarily accept the concepts of joint decision making. Men apparently misinterpreted the campaign messages to mean that family planning decisions should be made by men alone.”

Scenario 4. Youth Roles in Care and Support for People Living with HIV (PLHIV)

In Zambia, one project has sought to involve young people in the care and support of People Living with HIV (PLHIV). This project carried out formative research to assess young people’s interest and to explore the gender dimensions of care. The assessment explored what caregiving tasks male and female youth feel more comfortable and able to carry-out, as well as what tasks PLHIV themselves would prefer to have male or female youth carry out. Based on this research, the project adopted an approach that takes account of gender sensitivities as well as the reality on the ground. “We have not really tried to change gender norms as such, but have tried to create awareness about the important contribution that trained [youth] caregivers can make to community care.”

Scenario 5. HIV Prevention in Thailand

This HIV prevention project provided education, negotiation skills and free condoms to sex workers in Thailand. Although knowledge and skills among sex workers increased, actual condom use remained low. After further discussions with the sex workers, project managers realized that sex workers weren't successful in using condoms because they did not have the power to insist on condom use with their clients. The project then shifted its approach and enlisted brothel owners as proponents of a "100% condom-use policy." Brothel owners, who did have power and authority, were able to insist that all clients use condoms. Since the vast majority of brothels in the project region participated in the project, it resulted in significant increases in safe-sex practices.

Scenario 6. Community-Based Delivery of Long-Acting Methods

The Ministry of Health (MoH) in Ethiopia wants to address the unmet need for contraception by expanding access to long acting methods, including the implant (Implanon / Jadelle). To meet this need, the MoH is training community health extension workers, who already go door-to-door addressing a range of health issues (for example, water and sanitation, HIV, immunization, and family planning) to offer Implanon. Community health workers are being trained to provide information on Implanon (as part of their family planning counselling), screen women for medical eligibility criteria, and provide Implanon (in addition to condoms and contraceptive pills).

Scenario 7. Mass Media to Reach Youth and RH in Nicaragua

A Nicaraguan NGO produced a popular TV soap opera ("telenovela") to introduce a range of social and health issues into public debate, such as pregnancy prevention, HIV, gender-based violence, and discrimination against people with physical disabilities. Since the soap opera was particularly popular with youth, it presented the opportunity to address and challenge traditional gender roles. A storyline in the telenovela followed a young couple as they fell in love, and through their discussions about intimacy, contraception, and sexually transmitted infections. The male character in the couple was sensitive and caring towards his female partner, and they engaged in open communication about sexuality and family planning. In another episode, the young woman was raped. The telenovela then dealt with the aftermath of sexual violence, including its effects on intimacy and women's legal rights in Nicaragua.

Scenario 8. Female Genital Mutilation / Cutting (FGM/C) Prevention Program in Kenya

An FGM/C intervention in Kenya sought to reduce the incidence of harmful cutting. Project staff realized that legislating a law that would prohibit the practice would not address the cultural and social motivations of the community, and will likely result in driving the practice “underground.” Instead, the project hired a medical anthropologist to work with the community. Through qualitative interviews with groups of women, men, and religious leaders, the project sought to understand the meaning and functions that the ritual provides to the community. Together with community members, the project staff adapted the FGM/C ritual by eliminating the harmful cutting but keeping the “healthy” cultural elements, such as seclusion of girls, dance, story-telling, gift-giving, health, and hygiene education, etc. As a result, a new right-of-passage ritual has been created for girls called “circumcision with words,” which has become accepted by the entire community.

Annex 6 – Participant evaluation form

Please tell us about how you enjoyed – or would have liked to change- particular aspects of this training session by answering the following questions.

Please tick the most appropriate box

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The training was too long					
I learned something about gender equality that I didn't know before the training					
I know about gender analysis and why it is important					
I feel better placed to help integrate gender analysis into my own work					
There wasn't enough time for all my questions to be answered					
I don't think that I need further training on this issue					

Comments:

What were the two most important things you learned during the training (in order of priority)?

- 1.
- 2.

What additional information (if any) would you have benefited from having discussed at the training session?

.....

.....

.....

Following on from this training one thing I’m going to do differently going forwards is:

.....

.....

.....

Do you have any other comments or suggestions to improve future training session?

.....

.....

.....

Thank you for filling in this form.

Annex 7 – Power walk characters



Male chief, aged 56. Strong religious background.

Orphaned girl, aged 13. Lives with an aunt and uncle and is sexually abused by the uncle and is forced to do most of the housework.

Young man, aged 17. Unemployed with an alcohol problem.

Male, aged 46. District health director, ruling party member, friends with the President's brother.

White, British male, aged 60. Pastor.

Widowed woman, aged 33. Living with five children, has HIV.

Poor girl, aged 15. Lives in a village, is pregnant, her nearest clinic is 30 kilometres away.

Male, aged 50. Principal of the school, with strong religious background who does not believe in contraception, comprehensive sexuality education, etc.

White female, aged 36. Development worker and head of a development programme in the district.

Transgender boy, 16 years old.

Married girl, aged 16. Just fell pregnant involuntarily, does not know about the option of abortion.

Boy, aged 15. Looking after his sick mother and siblings, dropped out of school. Just became sexually active and doesn't know about HIV and other STIs, etc.

Grandmother, aged 60. Taking care of five orphans.

Young lesbian woman, age 24. Is not open about her sexuality, is not in a relationship, but her parents want her to get married as soon as possible.

Male Member of Parliament, aged 45. Ruling party member and just re-elected after handing out food to the poor.

Successful female shop owner, aged 29. Married with two children, her husband is unemployed and has girlfriends.

Male police officer, aged 24. Can't afford a dowry so is saving to be able to marry the girl he has been dating.

Young woman, aged 19. Diagnosed with HIV but scared to go to the clinic for ARVs. She lives with her aunts and uncles, who know her status and abuse her for it, shouting that she should take medication so that the neighbors can hear.

Female community health worker, aged 24. Trained in youth-friendly services.

White male consultant, aged 57. Advises on gender and youth-friendly services.

Girl, aged 14. Dropped out of school and is now a domestic worker.

Rich businessman, aged 32. Sometimes abuses his wife after coming home drunk.

Female teacher, aged 33. Trained in comprehensive sexuality education.

Young male, aged 18. Community health peer educator, earns a bit more than the girls in his village and uses that money to have girlfriends.

Female minister of health, aged 55.

Schoolgirl, aged 12. Living with HIV and told by a service provider that she should not have sex and not go to school.

Woman, aged 33. Midwife.

Male director of a health NGO, aged 47.

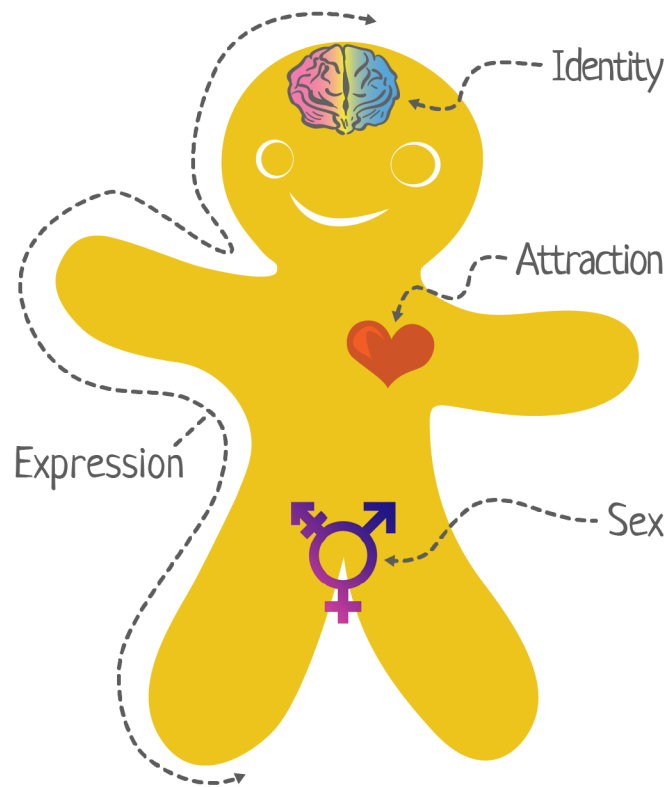
Young deaf man, aged 17. Not aware of the radio campaigns on SRHR

Annex 8 – Power walk statements

- I can influence decisions made at village level.
- I get to meet government officials.
- I can read newspapers that interest me regularly.
- I have time for and access to radio and TV stations of interest to me.
- I would never have to wait to meet village elders and officials.
- I have access to micro credit or loans.
- My opinion is important within my community.
- I can afford to buy the food I like and go to restaurants.
- I can buy condoms.
- I can negotiate condom use with my partner.
- I went to secondary school or I expect to go to secondary school.
- My family and I are not vulnerable to natural disasters.
- I will be consulted on issues affecting young people in our community.
- I can pay for treatment at a private hospital if necessary.
- My opinion is respected and has weight in the village where I live.
- I eat at least two full meals a day.
- I sometimes attend workshops and seminars.
- I have access to plenty of information about HIV.
- I am not in danger of being sexually harassed or abused.
- I own a small business.
- I can influence how money for the community is used.
- I make decisions about major purchases in my household.
- I have control over decisions about my body, including when to have children and how many.
- I have a say about whom I marry and when.

Annex 9 – The Genderbread Person

The Genderbread Person ^{v4} *by its pronounced METROsexual.com*



⊘ means a lack of what's on the right side

Gender Identity

⊘ → Woman-ness
⊘ → Man-ness

Gender Expression

⊘ → Femininity
⊘ → Masculinity

Anatomical Sex

⊘ → Female-ness
⊘ → Male-ness

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
□ Female □ Intersex □ Male

Sexually Attracted to... and/or (a/o)

⊘ → Women a/o Feminine a/o Female People
⊘ → Men a/o Masculine a/o Male People

Romantically Attracted to...

⊘ → Women a/o Feminine a/o Female People
⊘ → Men a/o Masculine a/o Male People

Annex 10 – Our experiences



My husband comes home drunk nearly every night and always finds something to criticise or complain about! Sometimes it's my cooking, sometimes the noisy children, and other times it's money. And then he starts to beat me. I can't take much more of this treatment!



I am struggling with erection problems. I feel ashamed. My wife is laughing at me and sometimes even shouting. She tells others about it. What kind of man am I, she asks. I hate her. I feel so humiliated. I am about to beat her.

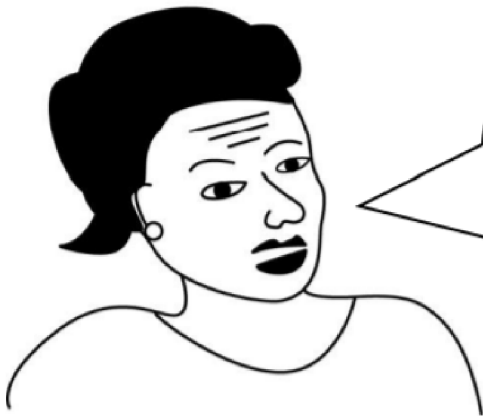
If beating means "love", I wonder if we can say that Margaret was "loved to death" last year when her husband beat her until she died from her injuries! How can you call that "love"?



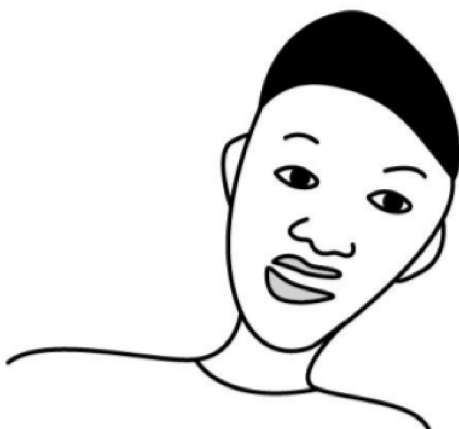
My wife tells me all the time I am worthless. She is doing that in front of the children. Why? Because I am not bringing any money home. She knows I am trying hard to find a job. But now she is telling everybody that I am meaningless. Even my own family has started looking down on me. I can't take it anymore.



My husband beats me sometimes. When I scream and complain, he just laughs and says that beating shows how much he cares for me. "It is a sign of love," he says! Frankly, I'd rather have less love and more peace!



I don't like drinking beers till I get drunk. I hate these so-called social drinks. When I refuse, other guys start making fun of me. Last time a guy knocked me down, telling me I was gay.



Annex 11 – GEM Scale

	Agree (1 point)	Partially agree (2 points)	Disagree (3 points)
Domain 1. Violence			
There are times when a woman deserves to be beaten.			
A woman should tolerate violence to keep her family together.			
It is all right for a man to beat his wife if she is unfaithful.			
A man can hit his wife if she won't have sex with him.			
If someone insults a man, he should defend his reputation with force if he has to.			
A man using violence against his wife is a private matter that shouldn't be discussed outside the couple.			
Domain 2. Sexual relationships			
It is the man who decides what type of sex to have.			
Men are always ready to have sex.			
Men need sex more than women do.			
A man needs other women even if things with his wife are fine.			
You don't talk about sex, you just do it.			
It disgusts me when I see a man acting like a woman.			
A woman should not initiate sex.			
A woman who has sex before she marries does not deserve respect.			

	Agree (1 point)	Partially agree (2 points)	Disagree (3 points)
Domain 3. Reproductive health and disease prevention			
Women who carry condoms on them are easy.			
Men should be outraged if their wives ask them to use a condom.			
It is a woman's responsibility to avoid getting pregnant.			
Only when a woman has a child is she a real woman.			
A real man produces a male child.			
Domain 4. Domestic chores and daily life			
Changing diapers/nappies, giving a bath, and feeding kids is the mother's responsibility.			
A woman's role is taking care of her home and family.			
The husband should decide to buy the major household items.			
A man should have the final word about decisions in his home.			
A woman should obey her husband in all things.			

